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ABSTRACT

A brief analysis of the ERIC/CAPS documents referring to the disadvantaged, handicapped, ethnic and minority groups. Documents input during the time period January through June, 1970 are analyzed in terms of significant trends and significant single studies. Both significant trends and studies are listed, as well as the reasons for selection. In some instances suggestions for further research or implications for counselors are included. (Author)

ED048621

INFORMATION

ANALYSIS

FOR

Special Populations:

Culturally Different and Others

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CG 400 039

ERIC
Counseling and Personnel Services Information Center

Information Analysis Report

for

SPECIAL POPULATIONS: CULTURALLY DIFFERENT AND OTHERS

Don K. Harrison

- Trend Analysis
- Significant Documents
- Analysis and Review of Major Developments
- Implications and Applications

Research Draft - Not For General Distribution

CG 400 039

December 1970

ERIC
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SELECTED POPULATIONS

DOCUMENT SUMMARY

The total number of documents reviewed pertaining to selected populations is shown below, and also the number of documents by type for each population is reflected.

Populations	Number of Documents
Disadvantaged	94
Handicapped	65
Delinquents and Dropouts	34
Ethnic Groups	67
TOTAL	260

Type of Documents	Number of Documents
A. Position Paper, Theoretical Statement	6
B. Research Report	159
C. Review Paper	12
D. Program Description	32
E. Guideline, Handbook, Manual	8
F. Conference Report	1
G. Bibliography	4
H. Other	38

CONTENT ANALYSIS AND OVERVIEW

Within the selected population grouping, the area of greatest concentration for the six month period covered was primarily on the disadvantaged population. Emphasis, in order of frequency, pertained to: Ethnic Groups; Handicapped; and Delinquents and Dropouts. A reasonable hypothesis for the variation in amount of between areas is related to the priority that has been placed on improving the status of the disadvantaged. The impetus for change in large part is reflected in national legislation such as the Elementary and Secondary Education Act, the Economic Opportunity Act, the Manpower Development and Training Act, and Vocational Education Act, to mention a few. Although the selected population has been divided into population sub-groupings for the purpose of document analysis, it is evident that "disadvantagement", is likely to be a characteristic that exists all too often within all the sub-groups, whether the "disadvantagement" be financial-economic, social, educational or other. Thus, it seems logical that effort should be expended in the direction of exploring through research and demonstration -- ways to eliminate educational, social, economic, and vocational inequities in population sectors of the society, wherever such is manifest. A large part of the research that was conducted was performed under governmental contract through provisions of some of the legislative acts previously cited. Now that some attention has been devoted to an overview between established population areas, it seems worthwhile to obtain some feel for the emphasis that is reflected within the population sub-groupings: Disadvantaged; Handicapped; Delinquents and Dropouts; and Ethnic Groups.

Concentration Within Disadvantaged Populations

From the documents reviewed, the concentration has been primarily in two areas: vocational development; and learning achievement and cognition. Vocational development emphasis has been devoted primarily to black populations, while disadvantaged whites, Spanish-Americans, and other groups are not reported on as frequently. Perhaps as might be expected, articles were directed primarily to individuals who had left school and who were expected to achieve a level of economic sufficiency through gainful employment. It

was not possible to determine trends among those articles dealing with vocational behaviors. However, it was clear that most articles addressed themselves to factors that are presumed to be within the person that is exerting an influence upon vocational growth. Little attention was devoted to assessment of the environmental opportunity structure and its influence upon vocational adjustment. A current issue pertains to causative factors or "where to place blame": whether the disadvantaged are unable to find employment due to lack of job skills, lack of basic education and/or conflicting motivations; or whether the problems reside in employer prejudice in hiring minority groups, unrealistic job qualifications, history of exposure to inferior educational facilities and/or dead end low paying jobs from which little worker satisfaction can be obtained.

Just as considerable attention has been devoted to determining the intra-individual factors related to vocational development, the same has been no less true for the documents concerning learning achievement and cognition. Environmental conditions that may tend to facilitate learning are seldom investigated, but the presence or the absence of certain individual abilities are frequently researched and used to explain events. There is a strong tendency toward diagnosing, as if labeling alone will serve the purpose of amelioration.

Concentration Within the Handicapped Population

Considerable concern apparently exists regarding the "disruptive" and "behaviorally disorder" student as reflected in the number of documents relating to behavior modification of handicapped students. While handicapped has been used to refer to those disabled due to physical, emotional, and mental impairments, it has been the emotionally disordered student who is more often investigated, probably due to the problems that this group presents for classroom management.

Two theoretical schools of thought seem to predominate: group dynamics and operant conditioning. Since techniques drawing from the latter theoretical approach appear more often, there is encouragement for those who feel it is important to operationalize procedures so as to more adequately determine performance outcomes in relationship to objectives established. On the other hand, increased anxiety is likely to be engendered in those who feel that

system approaches are propelling us further toward impersonality, dehumanization, reduced individualization, and external control.

Concentrations Within Delinquent and Dropouts

While this was established as a subpopulation for document analysis, there were few documents in this area compared to others reviewed. Delinquency, truancy, and adult offenders comprise a group frequently discussed, raising a question whether the ERIC System is retrieving documents that are concerned with the group. School dropouts were included under this category, but it now appears that many of the documents pertaining to dropouts probably were included with the disadvantaged populations. A trend as such is difficult to establish. It seems reasonable, however, to hypothesize that sources from which ERIC/CAPS are receiving documents input, those sources are not devoting a great deal of time writing about experiences with delinquents. On the other hand, it could be a problem of definition. "Delinquency" may be defined in other terms so that persons in such groups are being included with the emotionally handicapped or disadvantaged, as mentioned previously.

Concentration Within Ethnic and Minority Groups

Proceeding upon the assumption that the number of documents that center around a selected theme is suggestive of primary emphasis, major focus of thought within the Ethnic and Minority Group relates to vocational development. Values and personality characteristics of ethnic groups have also been often discussed and research in the literature that was reviewed with about comparable attention devoted to learning, achievement and cognition. Blacks are written about more frequently while Indians, Mexican-Americans and others have received less attention in the literature.

Well designed studies that relate to counseling with minorities and the influence of race in the relationship have for a long time been missing from the literature. However, interest in researching this question seems to be developing. Studies that were addressed to this issue were considered to be among the more significant documents in the area. This would appear to be an important area of inquiry since most of what has been written on this question has been based primarily on hunches, impressions, and armchair philosophy.

AREA: Disadvantaged

Documents in the area of disadvantaged will refer to populations characterized by a wide variety of deprivations which may be due to denial, lack of access to, and/or prevention of participation in the opportunity structure. Manifestation may occur in the educational, vocational, economic, and other spheres.

I. Number of Documents: 94

An analysis of ERIC document input for the period January, 1970 through June, 1970 reveals the following relative to number and type of document.

A. Position Paper, Theoretical Statement, Model - 2

B. Research Report - 56

C. Review Paper - 2

D. Program Description - 19

E. Guideline, Handbook, Manual - 3

F. Conference Report - 0

G. Bibliography - 1

H. Other (NEC) - 11

II. Objective Description of Documents:

A general description of the documents pertaining to disadvantaged populations indicates that the focus was primarily in the behavior dimension. In the behavior category, it was possible to formulate subcategories that provide for delineations of specific area of concentration. The categories of objective description of the documents, a brief exploration of the subgrouping, and the

document distribution within each are as follows:

Behavior Modification - 16

This sub-area has to do with procedures, techniques, and "treatment" approaches that have been used, e.g., counseling, psychotherapy, T-groups, in order to effect behavioral changes.

Prediction and Diagnosis - 5

More often articles here have utilized measures of behavior obtained in one setting in order to predict behavior likely to occur in another setting where conditions may be different from those in which the initial behavior was obtained. One example is the obtaining of test behavior and performance to predict HPA in high school and college.

Alcohol and Drug Activity - 0

The effects of marked use of tobacco, drug, and alcohol is the focus of this sub-grouping.

Marriage and Family Interaction - 2

This sub-grouping deals with the parent-child and sibling inter-relationships, and its influences on the individual.

Achievement, Learning & Cognition - 30

Included under this sub-heading are documents which pertain primarily to human performance and the acquisition of new information and skills.

Vocational Development - 32

Vocational interests, occupational and educational choice, job satisfaction, vocational/career development are representative of this area's primary concern.

Values, Self-Concept & Personality Characteristics - 9

These documents provide descriptions and analysis of personal and group behavior, values and personality characteristics.

III. Significant Documents:

70-1843 Buck, Mildred Leona Rogers. THE CULTURALLY DISADVANTAGED CHILD AND LEVEL OF SCHOOL ACHIEVEMENT AS RELATED TO THE INTERNAL VERSUS EXTERNAL CONTROL OF REINFORCEMENT PERSONALITY CONSTRUCT, DEVIANT CLASSROOM BEHAVIOR AND PARENTAL ATTITUDES. St. Louis University, 1970. M-$3.00 X-$7.60 164p.

This study investigated the interrelationships between certain variables which might differentiate between, and provide a better understanding of, the "adequate achiever," and the "underachiever" in the socio-economically disadvantaged group in our society.

The sample consisted of 50 matched pairs of eighth-grade Afro-American students of average intelligence. One member of each pair was categorized as either an adequate achiever or underachiever, based upon his score on the Iowa Basic Skills Achievement Test.

Two measures of the internal versus external control of reinforcements personality construct, the IAR and Battle I-E, were utilized. An index of classroom behavior, attitudes and performance was established from teachers' ratings; and mothers' attitudes and reactions were also obtained.

The first hypothesis was that adequate achievers would score higher in belief in their own internal control of reinforcements, while underachievers would score higher in the direction of external control of reinforcements. The findings supported this hypothesis.

The second hypothesis that teachers would rate adequate achievers higher in positive classroom behavior, attitudes and personality characteristics than they rated underachievers, was supported by the results. Girls were found to be rated, in general, higher on this dimension than were boys.

The third hypothesis was that those subjects who believed that positive reinforcement was contingent upon their own behavior would be more active, striving and directed toward classroom achievement; and thus would tend to be rated higher in these attributes than would those students who felt that positive reinforcement was contingent upon factors external to their own behavior. Results were in the predicted direction.

A fourth prediction that those students who felt that negative reinforcement was contingent upon their own behavior would tend to inhibit and suppress their behavior resulting in negative reinforcement; while those students who held the belief that negative reinforcement was contingent upon external forces would tend to exhibit more deviant, "acting out," behavior; was confirmed by the results of this study.

The fifth prediction that parents of adequate achievers would tend to be significantly more reactive to their children's achievement behaviors in intellectual situations than would parents of underachievers was upheld when the total number of responses were considered. The mothers of underachievers, however, gave significantly more negative responses than did mothers of adequate achievers.

The hypotheses that the parents of adequate achievers would set higher minimal standards and attainment values for the academic achievements of their children were not supported by the results of this study. No significant differences were found involving these variables as related to the parents of either group.

The hypotheses that the parents of adequate achievers would rate their children significantly higher in competence, and would indicate that they were significantly more satisfied with their children's performance in intellectual – academic activities than would underachievers, were supported by the data.

In general, the results of this research tend to support previous findings in the areas investigated.

70-4220 Wiegerink, Ronald. A COMPARATIVE STUDY OF THE TEACHING BEHAVIORS OF ADVANTAGED AND DISADVANTAGED MOTHERS. University of Michigan, 1970, 3808-3809-A. M-$3.00 X-$4.60 88p.

Current psychological theories suggest that early rearing practices may be important to the development of children's intellectual behaviors. Research has demonstrated differences between social classes in child-rearing practices and intellectual performances, but it remains to be demonstrated that specific child-rearing behaviors and children's intellectual behaviors are directly related.

This study was designed to investigate the relationship between mothers' teaching behaviors and their preschool children's educational behaviors. Three groups of mothers and children were compared: (a) twenty socially and economically advantaged mothers and their intellectually advanced children, (b) twenty socially and economically disadvantaged mothers and their intellectually normal children, and (c) twenty equally disadvantaged mothers and their functionally retarded children.

Hypotheses included: (a) in teaching behaviors, advantaged mothers are superior to disadvantaged mothers, (b) in teaching behaviors, disadvantaged mothers of intellectually normal children are superior to disadvantaged mothers of functionally retarded children, and (c) mothers' teaching, language, and personality behavior ratings are significantly correlated with their children's intellectual, learning, language, and classroom behaviors.

During an interaction session, mothers taught their children a Block Sorting Test and told them a story. The children were subsequently asked to place the test blocks, to explain their placements and to retell the story.

The mothers' teaching behaviors during the teaching session were recorded and later coded into six mutually exclusive categories: specific information, general information, positive feedback, negative feedback, requests for verbal feedback, and performance commands. Mothers' story telling language was coded for number of words in the story, average length of sentences, and percentage of sentences with subordination. The mothers were also rated on eleven different personality behaviors.

The children were given the Stanford-Binet Intelligence Scale and the Peabody Picture Vocabulary Test. They received verbal and performance scores on the Block Sorting Test; and their story retelling language was coded for number of words in the story, average length of statements, and percentage of statements that were complete sentences.

The group comparison results indicated (a) that advantaged mothers were significantly superior to disadvantaged mothers in teaching and language style, but not in personality behavior ratings, and (b) that advantaged mothers of intellectually normal children were superior to the disadvantaged mothers of retarded children in teaching and language style, but not in personality behavior ratings.

The correlation and regression results showed that (a) when all groups were combined, the demographic variables and the mothers' teaching styles were the most highly related to the children's intellectual and language behaviors; (b) for the disadvantaged subjects, the teaching and language behaviors of the mothers were the most highly related to their children's intellectual behaviors; and (c) the mothers' personality behavior ratings were significantly correlated with their children's classroom behaviors.

ED 035 030 Gordon, Jesse E.; and Others. ROLE MODELING AND ROLE PLAYING IN EMPLOYABILITY DEVELOPMENT AGENCIES. A MANUAL FOR VOCATIONAL DEVELOPMENT AND EMPLOYMENT AGENCIES. Ann Arbor, Mi.: Manpower Science Services, Incorporated, 1969. MF-$0.65 HC-$6.58 118p.

This manual is the result of an effort designed to solve the problems of the unemployed poor. A total of six agencies participated in this project and designed this manual which focuses on role modeling and role playing. The manual is directed toward the unsophisticated client who has had too little experience to be able to understand the fairly common signals which people use to guide their behavior in new situations. The manual has six sections dealing with the following areas: (1) an introduction which includes selecting behaviors to be modeled, (2) drawing attention to the model's performance, (3) role playing, (4) rewards, (5) characteristics of good models, and (6) conclusions. Each section provides principles involved on the left side of the page, and examples for each principle on the right. At the bottom of the page, relevant literature is identified.

ED 035 805 BREAKTHROUGH FOR DISADVANTAGED YOUTH. Washington, D. C.: Manpower Administration (DOL), 1969. MF-$0.65 HC-not available from EDRS 253p.

Evaluations have been made of 55 early (1963-66) experimental and demonstration projects conducted in 18 states and the District of Columbia under the Manpower Development and Training Act of 1962 to reach and serve youth for whom the conventional approaches, techniques, and personnel seemed inadequate. Experiences and results of the projects are organized under eight headings: impact on the community; recruitment and community penetration; testing, counseling and supportive services; basic education; prevocational and vocational training programs; job placement, creation and development; using nonprofessionals; and research activities and problems. Approaches are noted which might be applicable elsewhere, and alternatives are suggested. The document includes a list of projects and abbreviations.

IV. Important Documents:

ED 034 232 Love, Ruth B. REFERENCES ON COUNSELING MINORITY YOUTH: A FOUR PART SERIES. Sacramento, Ca.: California State Department of Education, Bureau of Pupil Personnel Services, 1964. MF-$0.65 HC-$3.29 21p.

This bibliography is divided into four parts. The first lists general educational references. The second lists references on social and cultural backgrounds of minority or culturally diversed youth. The third part is concerned with guidance and counseling of minority or less advantaged youth. This section is subdivided into two sections: (1) vocational and occupational information, and (2) financial aid specifically for minority group students. The fourth part is a list of audio-visual materials. Almost all entries are briefly annotated.

ED 034 230 Thoreson, Richard W. COUNSELING NEEDS OF THE DISADVANTAGED: CHANGING COUNSELING ORIENTATIONS. 1969. MF-$0.65 HC-$3.29 16p

The traditional counseling model which has evolved out of experiences with upper and middle class clients and presupposes a person who is verbal, self-insightful and motivated toward increased self understanding is not effective in helping the behaviorally disordered.

ED 041 340 Lunneborg, Clifford E.; and Others. A PRELIMINARY INVESTIGATION OF A SPECIAL EDUCATIONAL PROGRAM FOR MINORITY GROUP UNIVERSITY STUDENTS. PREDICTION OF POST-HIGH SCHOOL EDUCATIONAL EXPERIENCES FROM AN APTITUDE/ACHIEVEMENT TEST BATTERY. Seattle: Washington University, Bureau of Testing, 1970. MF-$0.65 HC-$3.29 16p.

This study is the third in a series to assess the relationship between educational criteria other than grades and the Washington Pre-College (WPC) test battery.

ED 041 345 Bosco, James L. SOCIAL CLASS AND THE PROCESSING OF VISUAL INFORMATION. FINAL REPORT. Kalamazoo: Western Michigan University, 1970. MF-$0.65 HC-$3.29 90p.

This investigation estimates the magnitude of the relationship between social class and visual information processing rates, and compares the development curves of processing rate for advantaged and disadvantaged children.

ED 038 729 Polt, James M. DIFFERENCES IN THE SIZE OF THE PUPIL OF THE EYE AS A MEASURE OF LEARNING CAPACITY AND THE LEARNING PROCESS IN KINDERGARTEN AND HIGH SCHOOL STUDENTS. FINAL REPORT. Denver, Col.: Temple Buell College, 1970. MF-$0.65 HC-$3.29 58p.

The objectives of this study were to determine: (1) whether or not cognitive processes differ between advantaged and disadvantaged groups; (2) the capacity of pupil response to measure cognitive ability as compared

to measurements of cognitive processes depending on verbal ability and environment; (3) whether pupil response can predict future academic performance; and (4) if differences and similarities found in cognitive functioning of advantaged and disadvantaged kindergarten children exist to the same degree in advantaged and disadvantaged high school students.

ED 040 470 Goldman, Irwin J.; and Others. DIMENSIONS OF WORK EXPERIENCE AMONG ECONOMICALLY DISADVANTAGED YOUTH. New York City: New York State Division for Youth, 1970, MF-$0.65 HC-$3.29 19p.

Factor analysis was used to derive four relatively independent factors or general dimensions of the work experience of economically disadvantaged, urban youth.

ED 039 371 Bartel, Nettie R.; and Others. LOCUS AND CONTROL AND ACHIEVEMENT IN MIDDLE CLASS AND LOWER CLASS CHILDREN. Bloomington: Indiana University, Department of Special Education, 1970. MF-$0.65 HC-$3.29 22p.

A locus of control measure was administered to 431 lower and middle class children in grades one, two, four and six. Subjects did not differ significantly from each other on locus of control in grades one and two, but by fourth and sixth grades the differences had reached significance.

ED 040 479 Dales, Ruth J.; Walters, James. FACTORS RELATED TO EDUCATIONAL AND OCCUPATIONAL ASPIRATION OF ADOLESCENT MALES FROM CULTURALLY DEPRIVED FAMILIES. FINAL REPORT. Tallahassee: Florida State University, 1969. MF-$0.65 HC-$9.87 212p.

Purposes of this longitudinal study were: (1) to determine any relationship between self concept, anxiety, family adjustment, parental aspirations, and the level of aspirations of lower class black and white boys; (2) to relate the IQ level to aspiration level; and (3) to determine over a

span of three years what significant changes occur for each race in self concept, anxiety, family development.

ED 040 461 Kuvlesky, William P.; and Others. SOCIAL AMBITIONS OF NEGRO BOYS AND GIRLS FROM A METROPOLITAN GHETTO. College Station: Texas A & M University, 1969. MF-$0.65 HC-$3.29 33p.

This report provides findings from an analysis of the frames of aspirational reference of 281 sophomores from an all-Negro high school located in a low income ward of Houston, Texas. Robert Merton's idea of "frame of aspirational reference" was operationalized to include indicators of goal level for occupation, income, education, and place of residence and an indicator of hierarchical goal importance.

ED 037 797 Cook, Keith E. DIFFERENCES BETWEEN SELF-CONCEPTS OF DISADVANTAGED AND NONDISADVANTAGED HIGH SCHOOL STUDENTS WITHIN CERTAIN TYPES OF RURAL AND URBAN COMMUNITIES. FINAL REPORT. Orono: Maine University, 1969. MF-$0.65 HC-$9.87 294p.

Responses were sought to the following questions: (1) Are there differences between self concepts of disadvantaged and nondisadvantaged students? (2) Do these differences, if any, occur within and/or among different types of communities? A total of 373 students were selected from Maine communities designated "rural depressed", "rural nondepressed", "affluent suburban", and "typical urban". The Tennessee Self Concept Scale and an Individual Data Sheet were administered.

70-5445 DeBord, Larry William THE ACHIEVEMENT SYNDROME AMONG NEGRO AND WHITE CULTURALLY DISADVANTAGED BOYS. Vanderbilt University, 1970, 4558-4559A. M-$3.55 X-$12.60 276p.

This study responds to several questions which have emerged from theory and research on achievement among culturally disadvantaged boys.

69-20,968 Brodis, Nellie Frances Tidline Adams PARENT-CHILD RELATIONSHIP AND SELF-CONCEPT AS RELATED TO DIFFERENTIAL ACADEMIC ACHIEVEMENT OF ADOLESCENT SIBLINGS IN FATHER-ABSENT FAMILIES. Cornell University, 1969, 3180-3181A. M-$3.00 X-$9.25 202p.

The purposes of the study were to examine parent-child relationships and self-concept factors which might explain why some adolescents can move out of poverty through academic achievement while others do not; to locate specific maternal socialization practices--perceptions of adolescents by their mothers and by themselves, and adolescents' perceptions of maternal expectations of them--which characterize academically succesful adolescents.

70-5098 Horvat, John James A CROSS-CULTURAL COMPARISON OF CONCEPTUAL TEMPO AND OTHER VARIABLES. Case Western Reserve University, 1970, 3787 A. M-$3.00 X-$6.20 128p.

The basic purpose of this research is to determine whether or not the incidence of impulsivity is more prevalent in the cognitive behavior of the lower-class, inner-city child that it is in the cognitive behavior of the typical middle-class suburban child.

70-3391 Carbuhn, Wayne McKinzie JOB CORPSMEN SELECTION AND PREDICTION OF SUCCESSFUL COMPLETION OF THE GENERAL EDUCATION DEVELOPMENT (GED) PROGRAM AT CLEARFIELD URBAN JOB CORPS CENTER. University of Utah, 1970, 3774A. M-$3.00 X-$6.00 121p.

This investigation was conducted at Clearfield, Utah Job Corps Urban Center and attempted to help the Advanced Education Department to select and predict the performance of corpsmen who would then attempt the General Education Development (GED) test (High School Equivalency).

69-21,853 Malone, Arberenia Ponder A COMPARATIVE STUDY: SOME SOCIO-ECONOMIC FACTORS OPERATIVE IN THE LIVES OF SELECTED HIGH SCHOOL STUDENTS OF POVERTY DESIGNATION ACCORDING TO OEO CRITERIA, IN AUSTIN AND TRAVIS COUNTY. University of Texas at Austin, 1969, 2728A. M-$3.00 X-$6.80 141p.

Specific factors which were investigated in Austin and Travis County, Texas were divided into two categories.

70-1733 Lutz, James Gary AN EVALUATION OF A COMMUNITY PROGRAM OF COMPENSATORY EDUCATION FOR THE CULTURALLY DISADVANTAGED. Lehigh University, 1970, 3281A. M-$3.00 X-$6.60 139p.

The purpose of this study was to evaluate the Threshold Program of the Friends Neighborhood Guild of Philadelphia, an educational and counseling program designed to aid Negro high school students living in North Philadelphia in obtaining post-high school education in either academic or vocational fields.

70-4877 Potts, John Robert SELECTED EFFECTS OF REQUIRED GROUP COUNSELING IN THE REGULAR CURRICULUM FOR DISADVANTAGED NINTH GRADE STUDENTS. Arizona State University, 1970, 3736-3737A.

The purpose of the study was to measure the effects of required group counseling in the regular curriculum for disadvantaged ninth grade students. Seven criterion measures were used: (1) reading scores; (2) grade point averages; (3) attendance absenteeism; (4) dropout rate; (5) discipline referrals; (6) attendance at extracurricular activities; and (7) amount of verbal output in group counseling sessions.

70-5016 Finney, Betty Jane THE MODIFICATION OF CONCEPTUAL TEMPO IN DISADVANTAGED BOYS. Case Western Reserve University, 1970, 3782A. M-$3.00 X-$4.60 86p.

The purpose of the present study was to investigate the differential effects of three types of modification techniques on conceptual tempo. Specifically, it was an attempt to reduce cognitive impulsivity in the problem solving behavior of fourth grade, inner city boys.

70-5166 Bigsby, Robert Alexander. ANALYSIS OF SELECTED FACTORS RELATING TO THE NEIGHBORHOOD YOUTH CORPS PROGRAM IN RURAL COUNTIES OF OREGON. Oregon State University, 1970, 4344A. M-$3.00 X-$6.20 128p.

V. Trend Analysis:

Assuming that the number of documents that focus on a specific area are suggestive of a trend, then clearly the direction has been to devote considerable attention to aspects of vocational development with the disadvantaged, and about equal focus on achievement, cognition, and learning.

It seems somewhat surprising that there was a paucity of articles that examined the family structure of disadvantaged groups and its possible role and influence in the delivery of personnel services. While family seldom was the major variable considered in the studies reviewed, on the other hand it should be noted that often it was one of several variables included in studies having to do with values and self concept of the disadvantaged and those studies that attempted to isolate and measure the influence of specific variables in learning and achievement.

Within the achievement area, there is a tendency toward many studies to utilize a comparative approach and to explain the findings in terms of a deficit model. For example, disadvantaged blacks are compared with disadvantaged whites in terms of: internal vs. external control of personality constructs; conceptual tempo - the impulsivity-reflectivity dimension; visual processing rates; information processing rates; and "achievement syndrome". Explanation of events in terms of the deficits model has come under increasing criticism by those who feel a developmental approach is likely to be more helpful in terms of remediation. Since most of the articles on the vocational development of the disadvantaged pertained to

a population that was out of school, one could speculate that possibly inadequate attention is being devoted to career and vocational development during school. If this is not true, then career development activities are not being reported among the documents that were reviewed. Within the vocational development area, the studies and reports appear to be rather diverse with discussion centering around counseling, work experience and work study program, factors that determine vocational success with disadvantaged, evaluation programs and program descriptions. One will be able to obtain information emanating from a review and evaluation of experimental and demonstration projects; ways in which jobs may de developed and created for disadvantaged youth; guidelines for the establishment of vocational-education programs for disadvantaged persons; and information on federal legislation and the intent of various federal acts that pertain to manpower development.

I. Implications for ERIC/CAPS:

The implications set forth herein are developed more in terms of the utilization of present knowledge by field practitioners and what CAPS might do to facilitate this process.

1. Many studies in the learning and cognition area have been comparative in nature following a deficit model. A further analysis of these studies might be made to determine ways in which the findings might be presented so as to suggest specific behaviors and activities that should be established for field practitioners in order to promote individual development.
2. A more exhaustive review of the literature might be made in order to determine the more innovative approaches that are being used in

enhancing the career development among disadvantaged populations in the public schools. Validated practices and procedures might be disseminated in a specialized workshop and seminar where a "hands on" approach is emphasized.

3. A developing body of literature seems to be emerging that attempts to isolate correlates of success of disadvantaged in educational programs. Data from these studies needs to be pulled together into a single document for the use of operating field personnel.

AREA - HANDICAPPED

Number of Documents and Distribution

Documents under the category handicapped refer to those that are concerned with groups who have an impairment of a physical, mental, or emotional nature which may affect functioning educationally, socially, psychologically, and vocationally.

An analysis of the ERIC documents imput for the period January, 1970 through June, 1970 reveals the following relative to number and type of document:

Number of documents: 65

Type of Document:

A.	Position Paper or Theoretical Statement	3
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E.	Guideline, Handbook, Manual	2
F.	Conference Report	0
G.	Bibliography	1
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Objective Description of Documents

A general description of the documents pertaining to the handicapped population indicates that the focus was primarily in the behavior dimension. In this general dimension, it was possible to formulate subdimensions that provide for more refinement and delineations of specific area of consentration. The categories of objective description of the documents, a brief exploration of the subgrouping, and the document distribution within each are as follows:

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This sub-area has to do with procedures, techniques, and treatment approaches that have been used, e.g., counseling, psychotherapy, T-groups, in order to effect behavioral changes.

Prediction and Diagnosis - 12

More often articles here have utilized measures of behavior obtained in one setting in order to predict behavior likely to occur in another setting where conditions may be different from those in which the initial behavior was obtained. One example is the obtaining of test behavior and performance to predict HPA in high school and college.

Alcohol and Drug Activity - 0

The effects of marked use of tobacco, drug, and alcohol is the focus of this sub-grouping.

Marriage and Family Interaction - 1

This is a sub-group dealing with the parent-child and sibling inter-relationships, and its influences on the individual.

Achievement, Learning & Cognition - 5

Included under this sub-heading are documents which pertain primarily to human performance and the acquisition of new information and skills.

Vocational Development - 13

Vocational interests, occupational and educational choice, job satisfaction, vocational/career development are representative of this area's primary concern.

Values, Self-Concept & Personality Characteristics - 6

These documents provide descriptions and analysis of personal and group behavior, values and personality characteristics.

Significant Documents

ED 040 458 MacDonald, A. P. INTERNAL-EXTERNAL LOCUS OF CONTROL AND ATTITUDE TOWARD DISABILITY. West Virginia University, 1970. MF-$0.65 HC-$3.29 21P.

The relationship between internal-external locus of control and attitude and reaction toward disability is discussed. Apart from examining the relevant research literature, findings are presented which support the hypothesis that those non-disabled who have external control orientations are more threatened by physical disabilities (vis., internal disorder, cosmetic disorders, sensory disorders, and blindness). Evidence in support of the notion that internally controlled persons view emotional disorders as more debilitating than physical disabilities is also presented. Discussion is primarily restricted to three major disabilitiy categories: (1) social disadvantagement; (2) physical disability; and (3) emotional disorders.

ED 034 211 Button, William H.; and Others. A CONCEPTUAL FRAMEWORK FOR THE ANALYSIS OF WORK BEHAVIOR IN SHELTERED WORKSHOPS. STUDIES IN BEHAVIOR AND REHABILITATION. NUMBER ONE. Ithaca: School in Industrial and Labor Relations at Cornell University, State University of New York; Ithaca, New York: Region II, Rehabilitation Research Institute, Cornell University, [1969]. MF-$0.65 HC-$3.29 50p.

This paper describes the conceptual framework of a research methodology developed by the Region II Rehabilitation Research Institute, designed to permit the study of an important set of problems confronting sheltered workshops. The main problem is centered in the issues of work as work and of work as mode of behavior change. It has become apparent in the operation of sheltered workshops that there were at least two subsystems of activity which could be abstracted from the concrete systems of behavior in any workshop. These are the production subsystems, similar to industry, and the rehabilitation subsystem which is new. The orientation of the rehabilitation subsystem is to rehabilitate through channeling and controlling behavior. The paper discusses basic concepts and variables of work behavior such as behavioral potential, behavioral activity, and technology. Research is reviewed and research applications are discussed. These applications include possibilities for improved selective placement of clients. After more research, industrial therapy of the type available in sheltered workshops may prove to be the most effective and least costly of the therapeutic techniques used to prepare individuals for reintegration into the fabric of modern industrial life.

ED 037 755 Schmidt, Sylvia; Liebowitz, Bernard. ADOLESCENTS AND THEIR FAMILIES: A TREATMENT MODEL COMBINING FAMILY AND GROUP TREATMENT. New York: American Orthopsychiatric Association; Illinois: Family Institute of Chicago, 1969, MF-$0.65 HC-$3.29 16p.

This paper describes a treatment modality for the seriously disturbed adolescent involving simultaneous family and adolescent group therapy. This model of treatment is based on the premise that the disturbed adolescent is the symptom bearer for both marital and family pathology. Another important theory underlying the treatment modality is that every family plays out a theme and subthemes that characterize its style of operation. Each family member's role is an enactment of an aspect of the major and minor themes. Focus on the adolescent's behavior and idiosyncracies by the family serves to hide the marital and family pathology. Only when the family has made some strides in defocusing their attention from the adolescent and is able to begin dealing with the hitherto denied pathology in the family is the recommendation of group therapy for the adolescent made. The fact that the family's therapist is one or the other of the two group co-therapists facilitates the defocusing process. This also assures a continuity of approach.

Important Documents

ED 037 763 Vernallis, Francis F.; And Others. SATURATION GROUP PSYCHOTHERAPY IN A WEEKEND CLINIC: AN OUTCOME STUDY. A GOAL-ORIENTED GROUP THERAPY MODEL FOR A SATURATION FORMAT. THERAPISTS PARTICIPATION IN SATURATION GROUP THERAPY. California: Olive View Hospital, 1968. MF-$0.65 HC-$3.29 39P.

Saturation Group Therapy was conducted on small group of patients for 16 consecutive weekends with 15 hours of group therapy each weekend.

DeRoo, William M.; Binner, William J. GROUP VOCATIONAL COUNSELING IN THE REHABILITATION OF EMOTIONALLY DISTURBED ADOLESCENTS. Rehabilitation Counseling Bulletin, 1970, 13(3), 280-287.

Comparison of pre- and post- treatment measures revealed that experimentals gained significantly more than controls on awareness of factors in curriculum and occupational choice, verbalization of strengths and weaknesses, awareness of interests and values, and evidence for independence of choice.

Tharp, Roland G.; And Others. THE COMMUNITY MENTAL HEALTH CENTER AND THE SCHOOLS: A MODEL FOR COLLABORATION THROUGH DEMONSTRATION. Community Mental Health Journal, 1970, 6(2), 126-135.

This demonstration classroom offers direct therapeutic and academic service to 10 emotionally disordered adolescents, opportunities for observations, participation, and training to teachers of the community.

Allen, Thomas W. THE EVALUATION OF A PROGRAM OF SPECIAL CLASSES FOR "DISRUPTIVE CHILDREN" IN AN URBAN SCHOOL SYSTEM. Community Mental Health Journal, 1970, 6(4), 276-284.

This paper describes a multidiscipline center organized within an urban school system to deal with the educational difficulties of disruptive children.

Walls, Richard T. BEHAVIOR MODIFICATION AND REHABILITATION. Rehabilitation Counseling Bulletin, 1969, 13(2), 173-180.

Cites seven books as adequate source material, considers methods to implement behavior control, reports on several successful applications with both emotionally disturbed and physically handicapped.

Kauffman, James M. RECENT TRENDS IN THE BEHAVIORAL APPROACH TO EDUCATING DISTURBED CHILDREN. Journal of School Health, 1970, 40(5), 271-272.

Briefly discusses research done during the 1960's.

Walls, Richard T.; Smith, Tennie S. VOLUNTARY DELAY OF REINFORCEMENT AS A FUNCTION OF MODEL STATUS. Journal of Counseling Psychology, 1970, 17(2), 123-126.

Adult vocational rehabilitation clients in a resident training program were engaged in a task involving the assemble of bolts, washers, and nuts, and were given their choice of a smaller reward immediately or a delayed larger reward.

Periment, Leonard G.; Hylbert, Kenneth W. IDENTIFYING POTENTIAL DROPOUTS AT A REHABILITATION CENTER. Rehabilitation Counseling Bulletin, 1969, 13(2), 217-224.

Discusses need for early identification to prevent added client failure, unecessary costs.

Walls, Richard T.; Miller, John J. DELAY OF GRATIFICATION IN WELFARE AND REHABILITATION CLIENTS. Journal of Counseling Psychology, 1970, 17(4), p383-384.

The tendency to delay and internal locus of control expectancy were positively related to level of education.

Ayer, M. Jane. EMPLOYABILITY OF HANDICAPPED INDIVIDUALS IN THE TEACHING PROFESSIONS: CONSIDERATIONS FOR REHABILITATION COUNSELING. Rehabilitation Counseling Bulletin, 1970, 13(4), 364-373.

A short review of previous studies is followed by a survey asking for administrators' reactions to employing disabled persons.

70-9578 Krieger, George William. AN EXPLORATORY STUDY OF THE EFFECT OF MODEL-REINFORCEMENT COUNSELING ON THE VOCATIONAL BEHAVIOR OF A GROUP OF MALE RETARDED ADOLESCENTS. Michigan State University, 1969, 4776-A.

The specific purpose was to compare the effectiveness of two vocational planning procedures with retarded eleventh and twelfth grade boys. One presentation was a model and reinforcement counseling treatment, the other a structured interview control procedure.

70-5104 Kinsley, Donald Eugene. THE EFFECTS OF OPERANT CONDITIONING TECHNIQUES UPON SELECT BEHAVIORS OF NEUROLOGICALLY HANDICAPPED CHILDREN. Case Western Reserve University, 1969, 3792-A.

This study explores the efficacy and practicality of operant conditioning procedures in modifying select behaviors of neurologically handicapped children placed in special classes.

70-981 Kortas, Ester Maureen. THE EFFECTS ON PROGRAMMED READING OF A TOKEN CONTINGENCY SYSTEM WITH A CLASS OF EDUCABLE RETARDED BOYS. University of Illinois, 1969, 2851-A.

The study demonstrated that when motivational factors are applied to the baseline of operant cognitive performance of mentally retarded subjects,

these factors have a significant influence on both the cognitive and social behavior of the subjects.

69-22,541 Magee, Paul Ross. PARENTAL MANAGEMENT OF THE SPOILED IDENTITY OF DEAF CHILDREN. Washington University, 1969, 3108-A.

Parental attitudes and expectations are seen as significantly related to the eventual degree of the deaf child's integration with the hearing world.

69-21,680 Curry, Keith LeRoy. VOCATIONAL ADJUSTMENT OF EDUCABLE MENTALLY RETARDED HIGH SCHOOL WORK STUDY STUDENTS. The University of Iowa, 1969, 2845-A.

Using criteria deemed important by employers, neither EMR work study students nor staff members could accurately predict how well the students would do in a work setting.

Trend Analysis

Within the handicapped population, the greatest amount of emphasis has been related to behavior modification procedures with physically, mentally, and emotionally disturbed persons. This is followed next in order by predictive studies, then the emphasis shifts to vocational development.

There were few articles where the primary focus was on learning, achievement, and cognition, since learning may have been one of several dimensions of concern in the articles dealing with behavior modification and prediction. Consideration of the handicapped person together with members comprising the family unit was rarely a concern in the articles reviewed. Examination and analysis of addictive behavior and the emotionally disturbed as a group, apparently is not viewed as a problem area, if the absence of articles on the subject is in any way indicative. Documents may not be retrieved.

Most of the reports concerned with behavioral modification were primarily research oriented with attention directed, as might be expected, to youth at the elementary and secondary level where classroom management is of importance. Two theoretical frameworks are distinctly prevalent: operant conditioning with its rewards and reinforcements; and group therapy with emphasis upon group processes and human interaction.

Increased focus on vocational development with the handicapped population occurs after the individual is out of school, when society expects the person to become economically independent through productive employment. Since it can be expected that persons disabled will encounter employer rejection to hiring, it would seem to be important that such persons

be furnished a variety of career development experiences essential to making sound choices about future occupations and careers. Few articles were located that dealt with in-school career exploratory experiences with physically disabled students and the mentally retarded. The general content of the articles are studies related to vocational development include: job placement and vocational adjustment criteria; rehabilitation and work experience programs in the public schools; sheltered workshop programs; and attitudes toward hiring the handicapped for specific occupations.

Action

1. A manual might be developed that would include the various techniques of behavior modification with specific handicapped groups, citing the conditions under which there is compelling efficacy. Increased attention to the development of effective techniques with the mentally retarded seems to be an important area of heed.

2. Just as vocational developmental experiences have been found to be insufficient for students in general at the elementary and secondary level, this appears to be especially true for the handicapped student. Vocational and career development programs, that have been found to be useful with general population need to be evaluated for use with handicapped students. Modifications of specific programs could be made as indicated. A handbook of practices and procedures could be compiled for use with students in general. Work experience programs for the mentally retarded would appear desirable during the secondary school years.

3. A review of the articles suggests that counselors in the school setting in general do not have a rehabilitation counseling background. Hence it

is suggested that the following be considered.

a) Trained rehabilitation counseling personnel be employed and strategically placed within the school.

b) Effective liason be worked out with state divisions of vocational rehabilitation so that sufficient rehabilitation counseling support may be made available to schools. ERIC, through cooperation with HEW, Rehabilitation Services Administration, could review current practices and disseminate the "best" models for use and consideration by local school systems.

AREA: DELINQUENTS AND DROPOUTS

Number of Documents and Distribution

Documents under the category delinquents refer to those dealing with youth whose behaviors tend to deviate from societal expectancy, usually involving contact with law officials due to behavior that violates formulated laws. Included in this category are adult offenders.

An analysis of the ERIC documents input for the period January, 1970 through June, 1970 reveals the following relative to number and type of document:

Number of documents: 34

Type of document:

A.	Position Paper or Theoretical Statement	1
B.	Research Report	23
C.	Review Paper	1
D.	Program Description	5
E.	Guideline, Handbook, Manual	1
F.	Conference Report	0
G.	Bibliography	0
H.	Other (NEC)	3

Objective Description of Documents

A general description of the documents pertaining to the delinquent population indicates that the focus was primarily in the behavior dimension. In this general dimension, it was possible to formulate subcategories that provide for delineations of specific area of concentration. The categories of objective description of the documents, a brief exploration of the subgrouping, and the document distribution within each are as follows:

Behavior Modification - 8

This sub-area has to do with procedures, techniques, and "treatment" approaches that have been used, e.g., counseling, psychotherapy, T-groups, in order to effect behavioral changes.

Prediction and Diagnosis - 5

More often articles here have utilized measures of behavior obtained in one setting in order to predict behavior likely to occur in another setting where conditions may be different from those in which the initial behavior was obtained. One example is the obtaining of test behavior and performance to predict HPA in high school and college.

Alcohol and Drug Activity - 1

The effects of marked use of tobacco, drug, and alcohol is the focus of this sub-grouping.

Marriage and Family Interaction - 0

This sub-grouping deals with the parent-child and sibling inter-relationships, and its influences on the individual.

Achievement, Learning & Cognition - 7

Included under this sub-heading are documents which pertain primarily to human performance and the acquisition of new information and skills.

Vocational Development - 4

Vocational interests, occupational and educational choice, job satisfaction, vocational/career development are representative of this area's primary concern.

Values, Self-Concept & Personality Characteristics - 8

These documents provide descriptions and analysis of personal and group behavior, values and personality characteristics.

Important Documents

Order No. 69-19,745. Crawford, Edward E. SELF-CONCEPT, SELF-ACCEPTANCE AND AFFINITY FOR CORE CULTURE VALUES AMONG INSTITUTIONALIZED DELINQUENTS. The Catholic University of America, 1969. M-$3.00 X-$5.00 99P.

Tobias, Jerry J. COUNSELING THE AFFLUENT SUBURBAN MALE DELINQUENT. National Catholic Guidance Conference Journal, 1970, 14(2), 80-85.

Discusses increase of suburban delinquency and over-representation in less serious crimes, and implications for those who deal directly with those youngsters.

70-4532 Johnston, James Robert A CASE STUDY OF THE SOCIO-ECONOMIC-EDUCATIONAL CHARACTERISTICS OF COMMITTED DELINQUENTS. University of Pittsburgh, 1970, 3637-3638A. M-$3.00 X-$7.20 155p.

The purposes of this study were to (a) identify and describe the general socio-economic-educational characteristics of the sixteen year old resident of Pittsburgh, Pennsylvania committed by the Allegheny County Juvenile Court in 1966, (b) identify apparent classroom indicators of pre-delinquency, and (c) to draw implications of the role of the school in regard to early identification of pre-delinquent behavior.

70-3379 Uber, Thomas Barclay DELINQUENCY PREDICTION WITH THE SCHOOL INTEREST INVENTORY. Boston College, 1970, 3742-3743A. M-$3.00 X-$4.80 98p.

The principal objective of this study was to construct a scoring key for use with the School Interest Inventory for early identification of male delinquents in the public schools.

CG 005 593 Hawkes, F. J. ROLE MODELS - PEERS OR ADULTS. Fort Collins: Colorado State University, 1969. MF-$0.65 HC-$3.29 8p.

Proceeding on the assumption that humans learn behaviors by imitating the behavior of others, the author is concerned with the appropriate behavioral models needed in dealing with delinquent female adolescents in a group situation.

ED 040 480 Long, Thomas E. DEVELOPMENT AND EVALUATION OF AN ENRICHED SOCIAL COUNSELING PROGRAM. FINAL REPORT. Altoona, Pa.: Altoona Area School District, 1969. MF-$0.65 HC-$3.29 43p.

This study evaluates the effectiveness of continued remedial problem counseling for those students in a large high school who were disciplined for serious breeches of school conduct and for those showing deteriorating behavior.

ED 037 758 Fink, Ludwig; and Others A NEW WAY TO A NEW LIFE. A CONFERENCE ON CRIMINAL REHABILITATION. SOCIAL SCIENCES OCCASIONAL PAPER, NUMBER ONE. Dannemora: New York State Department of Correction, Clinton Prison Diagnostic and Treatment Center, 1969. MF-$0.65 HC-$3.29

"Modern Methods of Criminal Rehabiliation" was the subject of a conference held in Chazy, New York. The institution dealt with was the Diagnostic and Treatment Center in Clinton Prison in New York.

ED 035 950 Jurkanin, Joseph E.; and Others A PILOT PROJECT IN VOCATIONAL COUNSELING IN ECONOMICALLY UNDERDEVELOPED AREAS. DeKalb: Northern Illinois University; Springfield: Illinois State Office of the Superintendent of Public Instruction, Department of Guidance Services. MF-$0.65 HC-$3.29 66p.

The general purpose was to demonstrate by means of a pilot project what could be accomplished by providing guidance and counseling services conducted by itinerant counselors.

ED 035 935 Walters, Nancy R. USE OF PREDICTIVE CHARACTERISTICS DERIVED FROM ONE HIGH SCHOOL TO IDENTIFY DROPOUTS AT ANOTHER SCHOOL. FINAL REPORT. Warrensburg: Central Missouri State College, 1969. MF-$0.65 HC-$6.58 111p.

The purpose of this study was to identify characteristics which describe high school dropouts. The investigation attempted to identify variables which would assist in differentiating persisters and withdrawals.

ED 034 267 Rachman, Arnold William. THE ROLE OF "FATHERING" IN GROUP PSYCHOTHERAPY WITH ADOLESCENT DELINQUENT MALES. New York, N. Y.: American Group Psychotherapy Association, 1969. MF-$0.65 27p.

The psychological role of the father in the life of an adolescent is crucial. Delinquent adolescent males have severe problems in the oedipal area. Most boys had negative father-son relationships.

ED 039 582 Woods, Richard G.; Harkins, Arthur M. RURAL AND CITY INDIANS IN MINNESOTA PRISONS. Minneapolis: Minnesota University, Training Center for Community Programs, 1970. MF-$0.65 HC-$3.29 49p.

Whatever the reason, trouble with the law is a matter of considerable importance to contemporary Indian Americans. This study, a component of Havighurst's National Study of American Indian Education, seeks to gain a better understanding of Indian offenders in Minnesota.

TREND ANALYSIS

Assuming that the number of articles relating to an aspect of behavior is indicative of the trend in the delinquency and dropout subgrouping, it could be stated that emphasis is distributed as follows: behavioral modification; achievement, learning, and cognition; prediction and diagnosis; and vocational development. Articles on values and personality characteristics share about equal distribution. Articles that address themselves to a study of the delinquent along with the other family members appear to be absent. In addition there has been relatively little located that relates to a study of the addictive behavior of delinquents and dropouts. One of course is aware that drug abuse and drug usage is a paramount topic, but whether the term delinquency is being applied to drug users seems to be open for question. Most of the documents could be considered research reports, even though there were few articles in general devoted to delinquency.

The documents that deal with behavior modification primarily describe various counseling approaches: role modeling; social counseling; nondirective vs. directive counseling; and vocational counseling.

A few program descriptions are presented in terms of learning, achievement and cognition with few systematic efforts a program evaluation on a rigorous basis.

In attempting to predict whether individuals will dropout of school and become delinquents, the studies attempt to isolate such variables as social class and income; school interest; motivational factors; and personal characteristics.

Self concept, socio-economic-educational characteristics, demographic characteristics, future orientation, and the role of "fathering" are among the variables that have been used for analysis of the value systems of delinquents when compared with non-delinquents.

The school dropout received more vocational attention than did the delinquent, suggesting the possibility that more attention might be devoted to public offenders in general.

IMPLICATIONS

It could be that the paucity of articles on delinquency, truancy and dropout is due to the possibility that these groups are being included with other population subgroups, i.e. disadvantaged, and the emotionally handicapped. Such decisions about how to "categorize,"

and where to pigeonhole, perhaps depend upon one's orientation. That is to say, whether one assumes that the "delinquent" has broken a law or whether his behavior is due to emotional-psychological factors and/or denial of access to opportunity would tend to influence that particular point of view.

AREA - ETHNIC AND MINORITY GROUPS

THE INTRUSION OF RACE UNDER SPECIFIED ROLE SITUATIONS

Number of Documents and Distribution

Documents in the area: Ethnic and Minority Groups--refer to those reports that discuss and compare the effects of group membership upon behavior and/or suggest methods of behavioral modification.

Retrieval, review, and analysis of ERIC document input for the period January, 1970 through September, 1970, yielded the following information relative to number, type of document, and document description.

Number of documents: 67

Type of document:

A.	Position Paper or Theoretical Statement	0
B.	Research Report	45
C.	Review Paper	1
D.	Program Description	2
E.	Guideline, Handbook, Manual	2
F.	Conference Report	1
G.	Bibliography	2
H.	Other (NEC)	14

Objective Description of Documents

A general description of the documents pertaining to ethnic and minority groups indicates that the focus was primarily on the behavior dimension. In this general dimension, it was possible to formulate subcategories that provide for delineations of specific area of concentration. The categories of objective description of the documents, a brief exploration of the subgrouping, and the document distribution within each are as follows:

Behavior Modification - 9

This sub-area has to do with procedures, techniques and "treatment" approaches that have been used, e.g., counseling, psychotherapy, T-groups, in order to effect behavioral changes.

Prediction and Diagnosis - 4

More often articles here have utilized measures of behavior obtained in one setting in order to predict behavior likely to occur in another setting where conditions may be different from whose in which the initial behavior was obtained. One example is the obtaining of test behavior and performance to predict HPA in high school and college.

Alcohol and Drug Activity - 1

The effects of marked use of tobacco, drug, and alcohol is the focus of this sub-grouping.

Marriage and Family Interaction - 2

This sub-grouping deals with the parent-child and sibling inter-relationship, and its influences on the individual.

Achievement, Learning & Cognition - 17

Included under this sub-heading are documents which pertain primarily to human performance and the acquisition of new information and skills.

Vocational Development - 18

Vocational interests, occupational and educational choice, job satisfaction, vocational/career development are representative of this area's primary concern.

Values, Self-Concept & Personality Characteristics - 16

These documents provide descriptions and analysis of personal and group behavior, values and personality characteristics.

Significant Documents

For the time period covered, it is clear that a considerable number of documents are available that deal with achievement, learning and cognition; vocational development; and values, self-concept and personality characteristics. On the other hand, articles dealing with behavior modification, i.e. counseling and psychotherapy, do not appear to be as prevalent.

Studies related to the effect of the intrusion of race into the one-to-one counseling situation in general are scarce. Studies in which group counseling has been utilized with racially mixed groups to improve racial attitude are also extremely difficult to locate. As a result, little is known from empirical data as to what roles, race, prejudice, and intergroup attitudes may play in counseling relationships.

Discussions relating to whether the race of the counselor influences the outcome counseling relationship have been more prevalent in the past decade with the establishment of federal programs to deal with poverty and the disadvantaging circumstances in which many minorities find themselves. In working with blacks in urban ghettos, with poor whites of Appalachia, and Indians on the reservations, many discussions have centered around whether it is important that the helper be indigenous to the population that he serves.

Because of the increasing interest in the question of the intrusion of race into the counseling relationship, the study by Owen (18), Eiben (3), Lehman (15), and Ledvinka (14), have been selected for more review and analysis. These studies pertain to the (a) Effect of Race of Counselor in Group Counseling; (b) Counselee Racial Preferences for Helpers; (c) Race and Dialect of the Communicator; and (d) the Intrusion of Race in the Job Interview.

Effect of Race of Counselor in Group Counseling

Owen, Isaiah. The Effect of the Group Leader(s) Race on Group Counseling Undertaken to Improve Intergroup Attitude Among Racially Mixed Fifth and Sixth Grade Children. (CG 005 663)

Purpose and Statement of Problem

The purpose of this study was: (1) to determine the effect, if any, that the race of the group leader has on the improvement in intergroup attitude of racially mixed elementary school students who participated in short-term group counseling or group contact activities; and (2) to determine if racially mixed groups of elementary school children, who participate in short-term group counseling make more favorable improvement in intergroup attitude than do groups of similar composition who engage in contact activities only.

Population, Sample, and Methodology

The population was drawn from one school that included grades one through nine, in which the total student body was about evenly distributed between black students and white students. The study was limited to sixty (60) students in the fifth and sixth grade classes who were pre-tested utilizing the Semantic Differential, the Ohio Acceptance Scale and the Self-Esteem Inventory. Ten (10) children from the above population, five (5) black and five (5) white were randomly assigned to each of six groups: (1) one led by a white counselor; (2) one led by a black counselor; (3) one by a black and white counselor; (4) three control groups of the same composition. Groups one, two, and three engaged in group counseling, while groups four, five, and six (the control groups) engaged in "contact activities" only. Experimental and control groups met once each week for 40 minutes to engage in the activities described. Their procedure was followed for eight weeks, after which the subjects were administered the same instruments with which they were pre-tested.

Findings

Among the findings include: (1) no significant differences were found to exist in the mean gains in intergroup attitude among the six groups; (2) no significant differences were found to exist in mean gains in intergroup attitude between the group that met with a white leader, a black leader, or both a black and white leader; and (3) no significant difference was found to exist in mean gains in intergroup attitude between the counseled and the placebo group.

Comment

Owen's study which indicates that no significant differences were found between the racially mixed groups that were lead by a white, black, or mixed counselors, would suggest that race of the counselor under the conditions that he investigated seems to make no difference. The same is also suggested for method of treatment, although some of the post hoc analyses revealed

trends that suggest that group counseling was more effective than the "contact activities," but not statistically. The questions that might be raised regarding the study have to do with the population and the differential treatment methods.

The investigator's study occurred in a school situation in which there was an approximately even distribution between the white and black student population, and the same was also true for his fifth and sixth grade classes. Under racially imbalanced circumstances, would similar results have been obtained? The population and sample size are quite small, and as the investigator pointed out, a study that involves a larger sample would seem to be necessary before a great deal can be done in generalizing on the findings.

The investigator, in describing the two treatment techniques, indicates that the telo-analytic approach used in group counseling stressed interpretation and revealing of goals as salient characteristics. On the other hand, "contact" was a mere bringing together of different races, but did not include interactions to provide insights, understandings and the acceptance of new ideas, under counselor intervention.

One could speculate, however, that through contact with members of a different race, insights and new understandings developed through the informal exchanges. It could be that two months was insignificant time to test the differential treatment upon the groups. On the other hand, if one takes the position that time of treatment was sufficient, it may be that a counselor led group interaction with racially mixed groups is not necessary in improving on intergroup attitudes, but that informal group contact between racially mixed groups is equally effective.

As a pioneering effort, the investigator's study should be of interest to counselors who are working with cross-cultural groups.

Counselee Racial Preferences for Helpers

Eiben, Ray E. White Counselee Expressed Preference for Help in Solving Different Types of Problems. (CG 005 422)

Purpose of Study

This exploratory study sought to determine: (1) what effect does the presence of a black counselor in a school have on the helper preferences of

high school students and (3) whether the type of problem in any way influences the student's selection of a helper.

Procedure

A questionnaire divided into three categories: personal, educational and vocational were administered to four types of high school students: (a) white student body, private, small city, no black teachers or counselors; (b) integrated, urban, black teachers and counselors; (c) rural, all-white, no black teachers or counselors; and (d) white, small city, black and white teachers and counselors. Responses from black students in integrated schools were eliminated for purposes of the study. For various problems and concerns, students were asked to respond as to the "sources of helper" they would seek: (a) black counselor, (b) white counselor, (c) black friend, (d) white friend, (e) black teacher (f) white teacher. Data was tabulated utilizing rank and percentiles.

Findings

(1) Where the focus of group participation is the improvement of race relations, black counselors were chosen as preferred by students in all four types of high schools.

(2) The presence of black counselors in school types B and D did not significantly increase the percentage of student selectivity of black counselors in contrast to school type A and C where there were no students, counselors, or teachers at the school who were black.

(3) Where the students' concerns are: facing a problem with a white teacher; obtaining needed information about colleges; planning courses; discussing with someone about being accused of a crime not committed, white counselors were preferred.

(4) When problems of a more personal nature develops, "white friends" rather than counselors are indicated as being the preferred helper.

Comment

The investigator covered limitations of the study, i.e., the narrow choice of possible helpers; the absence of a method to determine the honesty

of response and the student's apparently limited knowledge of the counselor role particularly in the small rural school where counselors were of more recent vintage.

The investigator raises a valid point regarding the image of counseling and how well counselor's roles are understood when he states that "the most critical concern for counselor-educators at the present time is to try to find out why high school students have such a low image of counselors as relevant helpers in the personal-social problem areas."

White counselors were preferred by the white student population studied for most problems presented, except in the area of race relations, where black counselors were preferred. The greatest reluctance to choose black helpers however was expressed by rural white students, making it interesting to speculate, as the author points out, how effective a black counselor would be in an all white rural school.

It is recognized that the author purposely choose white students since there had been much discussion about the effectiveness of a white counselor with black students. It would have been quite interesting to have obtained the perception from a black student population for purposes of comparison.

For the white students surveyed, it would appear that they would prefer to go to a white counselor. In view of Owen's study, reviewed in this paper, one cannot help not wondering whether "rhetoric is one thing, while behavior is another", since he found, with a younger population, that race of the counselor did not seem to matter in groups to improve intergroup attitude.

Race and Dialect of the Communicator

Lehman, Lyle Christian. Influence of Race and Dialect of Communicator on Attitude Formation (order no. 70-7532).

Purpose

Th s study represents a replication to determine the influence of race and dialect of a male communicator on the attitudes of high school students.

Procedure

Utilizing Negro and Caucasian high school students in two midwestern cities, subjects were presented four television tapes representing the following stimulus conditions: (a) Caucasian communicator "general American

dialect"; (b) Caucasian communicator, "Southern dialect; (c) Negro communicator, "general American" dialect; and (d) Negro communicator, "Southern dialect". Sixteen Semantic differential scales, and a Likert-type questionnaire were used to assess attitude of the subjects toward the communicators, while analysis of variance was used to assess the attitudes of the subjects on four independent variables with two levels each: (a) race of communicator (Negro, Caucasian); (b) dialect of communicator ("general American", "Southern dialect"); (c) race of student (Negro, Caucasian); and (d) sex of student (male, female).

Findings

(1) The attitudes of the subjects toward communicators with a "general American" dialect were more positive than were their attitudes toward communicators with a "southern" dialect.

(2) Subjects expressed more positive attitudes toward the Caucasian communicator than the Negro communicator on the Likert-type questionnaire.

(3) "Southern" dialect was rated significantly less positive by the subjects when used by the Caucasian communicators than when used by Negro communicators.

(4) Subjects rated communicators of their own race more positively than they rated communicators of the other race.

Comment

The investigator concludes that the major findings of the study indicated the potential importance of race and dialect of a counselor on the counseling relationship. Although the author suggests that the study be replicated with (1) female communicators (2) in other parts of the country, particularly the South, and (3) with other dialects. An added suggestion is that race and dialect of counselor be studied under counseling conditions to determine to what extent counseling outcomes are influenced. While preferences were expressed for one type of communicator over another, a question that arises, is whether or not such would pertain over specified periods of time, in a counseling relatioship. If so, what bearing if any, does preference seem to have on counselor goals and client behavioral outcome?

Intrusion of Race in the Job Interview

Ledvinka, James David. Race of the Employment Interviewer and the Language Elaboration of Black Job Seekers.

Purpose

This research is concerned with whether a white researcher elicits the same language from lower class black subjects that a black researcher does. This question is explored through the natural setting of the employment interview. Previous research and theory generate three reasons for predicting that the inter-racial nature of a situation affects black response to it: (1) whites are a source of anxiety to blacks; (2) white society prescribes certain roles for blacks to enact when they are with whites; and (3) white society and whites' behavior are a cause of distance between blacks and whites. Each of these explanations promote the reason for predicting that black language will be less "elaborated" with white job interviewers than with black job interviewers.

Method

Subjects were 75 black job seekers at a state employment service, each of whom was interviewed once by a black interviewer and once by a white interviewer. Tape recordings were made of employment interviews with the subjects' language in those interviews scored on six language measures.

Findings

On all measures, black interviewers elicited greater linguistic elaboration than did white interviewers.

Comment

If there were greater linguistic elaboration by black job seekers when exposed to black job interviewers than when exposed to white job interviewers, this would also appear to have some relevance for counseling. Are differential language styles prevalent on the part of black clients when counseled by white and black counselors? The investigator perceptively poses an unanswered question: Whose language behavior is influencing whose language

behavior? In other words, did interviewers language behavior influence or reinforce certain language patterns on the part of the subjects, or vice versa?

LIST OF IMPORTANT DOCUMENTS

Having reviewed 67 documents in the area of ethnic and minority groups, the articles that appear below are considered to be important to students having an interest in the area.

1. 70-9 Benjamin, Jeanette Ann. A STUDY OF THE SOCIAL PSYCHOLOGICAL FACTORS RELATED TO THE ACADEMIC SUCCESS OF NEGRO HIGH SCHOOL STUDENTS. Northwestern University, 1969, 30(8), 3543-A.

2. ED 038 658 Carrigan, Patricia M., and Aberdeen, David. SOME EARLY EFFECTS OF COMPULSORY DESEGREGATION ON ELEMENTARY SCHOOL CHILDREN. Washington, D.C.: American Educational Research Assoication; Michigan: Ann Arbor Public Schools, 1970. MF-$0.65 HC-$3.29 9P.

3. ED 039 599 Eiben, Ray E. WHITE COUNSELEE EXPRESSED PREFERENCE FOR HELP IN SOLVING DIFFERENT TYPES OF PROBLEMS. Normal: Illinois State University, [1970]. MF-$0.65 HC-$3.29 13P.

4. 70-9127 Evans, Charles Lee. THE IMMEDIATE EFFECTS OF CLASSROOM INTEGRATION ON THE ACADEMIC PROGRESS, SELF-CONCEPT, AND RACIAL ATTITUDE OF NEGRO ELEMENTARY CHILDREN. North Texas State University, 1969, 30(11), 4825-A.

5. 70-5911 Evans, Francis Benjamin. A STUDY OF SOCIOCULTURAL CHARACTERISTICS OF MEXICAN-AMERICAN AND ANGLO JUNIOR HIGH SCHOOL STUDENTS AND THE RELATION OF THESE CHARACTERISTICS TO ACHIEVEMENT. New Mexico State University, 1969, 30(11), 4826-A.

6. ED 041 313 Geis, Gilbert; And others. EX-ADDICTS AS STREETWORKERS. THE BOYLE HEIGHTS NARCOTIC PREVENTION PROJECT. Los Angeles: Southern California Research Institute; Economic Youth Opportunity Association; Los Angeles: California State College, 1969. MF-$0.65 HC-$6.58

7. 70-9130 George, Flavil Hall. THE RELATIONSHIP OF THE SELF CONCEPT, IDEAL SELF CONCEPT, VALUES, AND PARENTAL SELF CONCEPT TO THE VOCATIONAL ASPIRATION OF ADOLESCENT NEGRO MALES. North Texas State University, 1969, 30(10), 4772-A.

8. 70-7952 Goodman, R. Irvin. THE RELATIONSHIP BETWEEN AGE, LINGUISTIC BACKGROUND, AND THE CATEGORIZATION BEHAVIOR OF NAVAJO INDIAN CHILDREN. Indiana University, 1969, 30(11), 4826-A.

9. 70-4447 Gray, Gary Clark. A STUDY OF THE RACIAL ATTITUDES AND RACIAL PERCEPTIONS OF SELECTED GROUPS OF METROPOLITAN HIGH SCHOOL STUDENTS. The University of Toledo, 1969, 30(10), 4772-A.

10. 69-19,162 Green, Rudolph Valentino. SELF-ACTUALIZING VALUES AND OCCUPATIONAL ASPIRATIONS OF CULTURALLY DIFFERENT YOUTH. (Pages 50-52, "Personal Orientation Inventory and Answer Sheet" not microfilmed at request of author. Available for consultation at University of Kentucky Library.) University of Kentucky, 1966, 30(7), 2848-A.

11. 70-3258 Ito, Satoshi. VALUE CORRELATES OF OCCUPATIONAL AND EDUCATIONAL GOALS AMONG SOUTHERN HIGH SCHOOL NEGRO AND WHITE MALES. University of North Carolina at Chapel Hill, 1969, 30(8), 3558-A.

12. ED 035 028 Jackson, Jacquelyn Johnson. CHANGING KINSHIP ROLES AND PATTERNS AMONG OLDER PERSONS IN A BLACK COMMUNITY. Washington, D.C.: American Psychological Association, 1969. MF-$0.65 HC-$3.29 23P.

13. 70-9449 Laurent, James Arthur. EFFECTS OF RACE AND RACIAL BALANCE OF SCHOOL ON ACADEMIC PERFORMANCE. University of Oregon, 1969, 30(11), 4831-A.

14. 70-4128 Ledvinka, James David. RACE OF EMPLOYMENT INTERVIEWER AND THE LANGUAGE ELABORATION OF BLACK JOB-SEEKERS. The University of Michigan, 1969, 30(9), 4018-A.

15. 70-7532 Lehman, Lyle Christian. INFLUENCE OF RACE AND DIALECT OF COMMUNICATOR ON ATTITUDE FORMATION. University of Denver, 1969, 30(11), 4777-A.

16. ED 037 778 Nedler, Shari. EARLY EDUCATION FOR SPANISH SPEAKING MEXICAN AMERICAN CHILDREN--A COMPARISON OF THREE INTERVENTION STRATEGIES. Washington, D.C.: American Education Research Association; Austin, Texas: Southwest Educational Development Laboratory, 1970. MF-$0.65 HC-$3.29 8P.

17. ED 040 431 Noonan, Pat; And others. ATTITUDES OF PARENTS OF SELECTED GROUPS TOWARD EDUCATION AND THEIR ASPIRATIONS FOR EDUCATION FOR THEIR CHILDREN. SELF-CONCEPT AND EDUCATIONAL VARIABLES AMONG BLACK, JEWISH, AND WHITE NON-JEWISH STUDENTS. St. Louis: Missouri University; Washington, D.C.: American Personnel and Guidance Association, 1970. MF-$0.65 HC-$3.29 31P.

18. ED 041 328 Owen, Isaiah. THE EFFECT OF THE GROUP LEADER(S) RACE ON GROUP COUNSELING UNDERTAKEN TO IMPROVE INTERGROUP ATTITUDE AMONG RACIALLY MIXED FIFTH AND SIXTH GRADE CHILDREN. Morgantown: West Virginia University, 1969. MF-$0.65 HC-$6.58 119P.

19. 69-8642 Pelosi, John William. A STUDY OF THE EFFECTS OF EXAMINER RACE, SEX, AND STYLE ON TEST RESPONSES OF NEGRO EXAMINEES. Syracuse University, 1968, 29(11), 4105-A.

20. ED 038 693 Powell, Evan R., and White, William F. LEARNING CLIMATE CORRELATES IN BLACK AND WHITE RURAL SCHOOLS. Washington, D.C.: American Educational Research Association; Athens: Social Science Research Institute, Georgia University, 1970. MF-$0.65 HC-$3.29 8p.

21. ED 040 417 Sampel, David D., and Seymour, Warren R. PREDICTION OF ACADEMIC SUCCESS OF BLACK STUDENTS: A DILEMMA. DesMoines, Iowa: Drake University; Columbia: Missouri University, [1969]. MF-$0.65 HC-$3.29 13p.

22. ED 041 296 Samuels, Arthur S. THE USE OF INTER-RACIAL GROUP EXPERIENCE FOR THE REDUCTION OF RACIAL TENSION. New Orleans, Louisiana: Tulane University, [1968]. MF-$0.65 HC-$3.29 19P.

23. ED 038 655 Snarr, Richard W., and Ball, John C. INVOLVEMENT IN A DRUG SUBCULTURE AND ABSTINENCE FOLLOWING TREATMENT AMONG PUERTO RICAN NARCOTIC ADDICTS. International Institute of Sociology; Richmond: School of Law Enforcement, Eastern Kentucky University; Philadelphia, Pennsylvania: Department of Psychiatry, Temple University, 1969. MF-$0.65 HC-$3.29 21p.

Trend Analysis

Since this constitutes the first information analysis report that focuses upon ethnic and minority groups, it is difficult to firmly specify, and it is perhaps unwarranted, the trends without having a knowledge base of studies and reports for comparable time periods, prior to the development of this report. Such a knowledge base for prior time periods would furnish data against which trend development would come into clear perspective.

In spite of the limitation noted, it is possible to determine current emphasis within the area of ethnic and minority groups. If volume of articles serves as a reflection of the amount of research, concentration, and concern, it would appear that the major focus relates to career and vocational development among minority groups. An almost equal amount of concentration pertains to: personality characteristics (values and self-concept); and achievement, learning and cognition. The minority group population that is receiving the most attention is blacks, with less attention devoted to Indians, Jews, Spanish-Americans or other ethnic groups. The significant documents, abstracts of which appear earlier in the report, were selected primarily from the category of behavioral modification, because there are a few research reports in this area. While there are few articles pertaining to modification of intergroup relations and the effects of ethnicity, this could be an interest area that is emerging.

The articles on vocational development are about equally devoted to minority youth who are still in schools as compared to minority groups who are no longer enrolled in formal academic pursuits. For the in-school population, the studies related primarily to studies of occupational-educational aspirations of blacks measured against value and achievement correlates, or with whites on comparable selected variables. For the out-of-school group, the studies relate to work performance and the development of aptitude measures to predict performance in comparison to white groups. A rather prominent omission is the absence of documents that discuss in-school programs and techniques of vocational and occupational exploration, even though there is considerable attention devoted to the assessment of vocational aspirations. This of cource, raises the question about the extent to which students in school are being exposed to activities of occupational-vocational exploration to develop a knowledge base upon which subsequent career decisions might be formulated.

Most of the studies and reports dealing with learning, achievement, and

cognition of ethnic groups were devoted to blacks, followed next with those concerned with Mexican-Americans and Indians. Several of the studies were comparative in nature, in which a minority was being measured on certain factors in contrast to a white group on the same factors. An example of the content of some of the reports related to the effects of desegregation-integration; socio-psychological factors in achievement; family size and its relation to school performance; early education intervention; environmental variables; and the effect of race and racial balance of schools.

While several articles were located that dealt with the achievement of Indians and Mexican-Americans, a smaller number were retrieved that pertained to the dimension of values, personality and group characteristics. Most of these articles were devoted to blacks, with whites used as a basis for comparison. It would also appear that a considerable amount of attention is being given to black identity, particularly on the college campus.

Implications

Based on this information analysis the following implications and actions appear to be warranted:

1. The improvement in ethnic and intergroup relations is likely to be a major concern in the forseeable future. Since there is a paucity of research that deals with the effects of race/ethnicity under certain conditions, dissemination of findings from studies should become a priority. This might be accomplished through special reviews, workshops, and/or symposia.
2. A fairly large body of research information is developing on minority groups that deal with learning and achievement; vocational behavior; and values and personality characteristics. The findings of research in the three areas need to be transmitted to users in a form that can be understood with ease for the purpose of modifying educational practice. An effort might be launched that identified research in each of the areas over a specified period, followed by an analysis, synthesis, and interpretation of the results into a document that would be useful in field application.
3. Vocational-educational exploration procedures appear to be lacking in

general and in particular with minorities who probably stand to benefit most of all. Acquisitions of the research on occupational exploration and career development strategies techniques that have been developed over the past five years, needs to be pulled together for the purpose of assessing their utility with minority groups. Having identified what appears to be useful intervention strategies, these might be "packaged" for use by school and community counselors. Appropriate support would be staff training in how to make use of the "package material" which might take place "on site" or at specially designed "hands on" workshops.

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